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ABSTRACT

This manual is designed to offer teachers ideas that appeal to middle school students (ages 10-11 to 14-15) and give them short-term successful experiences in the foreign language classroom. The activities described here provide ideas for learning that involve the four basic skills of foreign language learning - listening, speaking, reading, writing - and are attuned to the middle school student's learning characteristics. The activities can be used in individual and small group work, or they can be practiced with teacher, aide or machine. They especially fit a learning center, a place which, although a part of the same content area, is apart from the more formal classroom. This manual is intended to augment the text. The learning activities should be adjusted to supplement each chapter of the textbook, since they are designed to extend the practice of material introduced in the text. (Author/AM)

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Learning Activities in German for the Middle School Student

by

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I. Learning Activities Practicing Listening-Comprehension Skills and Involving an Oral Response

1. Teacher/or partners scramble syllables of words orally; listener unscrambles them orally. e.g., learner hears: la-ein-dung. Learner responds: Einladung.

2. Teacher/partners indicate a word by cuing it with prefix, suffix or root. Listener provides entire word. e.g., Learner hears: komm. Learner responds: Zurück-kommen.

3. Teacher/partners cue by giving antonyms verbally; listener provides the opposite.e.g., learner hears: froh. Learner responds: traurig. More difficult variation: cuing with synonyms; e.g., Mädchen=Mädel.

4. Teacher/partners[or machine] provide sound associated with word or phrase; listener provides the appropriate word/or phrase. e.g., learner hears dialing on telephone. Learner responds: Ruf du sie gleich an. (Records with sound effects are easily available at public libraries.)

5. Teacher/partners cue by rhyme, even if nonsensical. Learner hears: Hut, gut. Learner responds: Hut, gut, Mut.

6. Teacher/partners provide orally and rapidly a list of words. Listener discriminates by selecting the new phrase/word within the list. e.g., Learner hears: Wiese, Wald, Wiege. Learner responds: Wiese.

7. Teacher/partners present translated word in a sentence; listener provides target word. e.g., learner hears: Ich fahre to Hamburg. Learner responds: Ich fahre nach Hamburg.

8. Teacher/partners provide an association,e.g.,

Learner hears: kalt. Learner responds: Eis.

9. Teacher/partners provide a word or phrase as a partial clue to an entire sentence. Learner provides entire sentence. e.g., Learner hears: spielen. Learner responds: Ich möchte Fussball spielen.

10. Teacher/partners tap/rap out syllables of any sentence from a limited content, the accented syllable receiving more stress. Listener gives sentence. e.g., Learner hears rapped: ' ' _. Listener responds, Er ist dick. Clues may accompany tapping.

11. Teacher/partners describe an object. Learner identifies it from its description. e.g., Learner hears, Ich denke an etwas grünes. Learner responds: Gras.

II. Learning Activities Practicing Aural/Oral Skills Limited to Mimicry

Teacher/partners/machine give model, learner repeats it. Variances:

1. Echoing-style: from whisper to shout.
2. Telephoning style: learner hears: Ich gehe jetzt. Learner repeats: Jetzt?
3. Mocking style: learner hears many phrases, omits repeating 'slanderous' statements like, 'ich bin doof' among the other phrases.
4. Repeating in various accents, chants, pitches, moods.
5. Repeating in various groups: dark-haired; light-haired; right-handed; left-handed.
6. Repeating with increasing length.
7. Cheer-leading style: learner hears, "Sag' 'ich'," etc.

III. Learning Activities Practicing more Advanced Speaking

1. Learners memorize dialogs.
2. Teacher/partners ask teacher-type questions orally over dialogs.
3. Learners summarize dialogs orally.
4. Teacher/partners summarize dialogs orally and Learner repeats summary as best he remembers.
5. Teacher/partners give learners oral conversational stimuli from which learner develops a similar but creative situation. e.g., Learner hears: Du hast Hunger. Learner replies: Ich gehe in die Küche.
6. Teacher/partners ask free-response type questions.
7. Teacher/partners ask several related questions without pausing; learner answers in form of paragraph/or small speech. e.g., Learner hears: Wo ist Mozart geboren? Wann? Wie heisst sein Vater? Learner responds: Mozart ist in Salzburg geboren. In 1787. Sein Vater heisst...
8. Teacher/partners play role of non-speaker (e.g., at U.N., traveler, grandparent) and learner translates for the non-speaker a third individual's conversation (the dialog, free response, etc.).
9. Teacher/partners give answers, learner makes matching questions for them.
10. Teacher/partners begin a group story, others in group contribute by adding details to the story.

IV. Visual Learning Activities Practicing Speaking and Involving Physical Manipulation; Reading, Spelling/Writing.

1. Use of Flashcards
   A. Variation in Flashcards
      a. Picture-word
      b. English-German
      c. Word-description e.g., Kuh-gibt Milch
      d. Word-antonym
      e. Word-synonym
      f. Word-root (or: word-prefix/suffix)

   In addition to being able to make good flash-card sets, learners make games out of flash-card practice: e.g., correct answer means learner keeps the flashcard; winner is the learner with the most cards. Or: Partner draws a card, learner gives opposite to the word drawn, or gives suitable matching verb, or gives correct pronunciation; child with the most cards is the 'winner.'

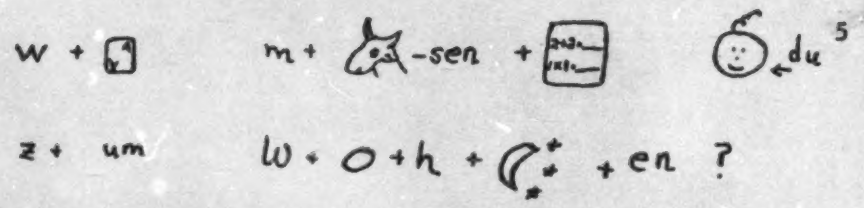
   B. Use of Pole and String (with magnetic attachment)

   Learner 'fishes' vocabulary by picking up a clipped paper bearing the word called out with pole.

   C. Use of 'Flip-boards'

   Learners make visual aids in the style of those aiding memorization dating back to 16th century. 'Boards' (papers, cards, etc.) can have the first letter of each word in dialogs or first word in a sentence, or key word in a sentence as cues to help learners memorize.

2. Use of Overhead Projector
   A. Teacher/partners develop 'concentration' pictures.



This idea can be expanded into a game by covering the pictures with sets of words from the vocabulary of any chapter which partners must match by number; a match then reveals more of the picture.

B. Teacher/partners use the light from the projector to project shadow pictures which cue the word wanted in an oral response; or the outline of an object if finger'drawn' in the projector's light as a cue to the wanted response.

C. Teacher/partners make overhead pictures used to 'drill' learner.

D. Teacher/partners use overhead like a tachistoscope, quickly uncovering and then covering sentences or phrases. Learners recall the uncovered sentence, phrase. Or: A complete sentence, song, etc., is shown on the overhead projector. Slowly words in the song, etc., are blocked out until learner has the projected material memorized.

3. Use of Charts, Magazine Pictures

A. Teacher/partners make collage of vocabulary words/ or phrases with which they 'drill'other learners.

B. Teacher/partners use picture to elicit responses rapidly in 'picture-bee'(like a spelling-bee).

C. Teacher/partners exhibit numbered pictures which learners match to various orally given statements.

D. Teacher/partners show picture, learners give oral caption to pictures.

E. Teacher/partners exhibit partially completed picture; learner responds with what's missing.

F. Teacher/partners exhibit pictures containing latest words/or phrases visually and tangibly around room; e.g., in suspension from ceiling, taped to desks, etc.

4. Use of Magnetic Board

A. Learners use magnetic letters to practice spelling.

B. Learners manipulate blocks of paper attached to the magnetic letters, thereby practicing vocabulary, structure, etc. e.g., Jetzt gehe ich nach Hause.

5. Use of Filmstrips

A. Teacher/partners select filmstrips (from any content area) whose frames can illustrate verbs e.g., laufen, sprechen; adjectives,e.g., dick, sharf; places, etc.

B. Teacher/partners tell filmstrip story; learner responds to true-false questions over story.

C. Teacher/partners tell filmstrip story as a dialog; learners respond by re-telling story as a summary.

D. Teacher/partners tell filmstrip story without its ending; learners end it creatively.

6. Use of 3-M Sound-Page System, Pre-Taped Self-Instruction

7. Use of Slides

A. Learners make story from home slides.

B. Learners develop a story, illustrate it; slides are made of their illustrations.

C. Teacher/partners show slides but in incorrect order; learner unscrambles the order.

8. Use of Video-tape

A. Learners tape skits, dialogs; view them; criti-

cize their efforts.

B. Learner tapes a play, dialog, etc., in advance, pantomimes it on video-tape to his taped voice.

9. Use of Bulletin Boards
   Learners make them to correspond to current units, projects, interests.
10. Use of Objects
   A. Teacher/partners elicit responses from learner by displaying products made from wood, stichery, string pictures, construction paper, etc.
   B. Teacher/partners give learner an object; learner talks about object given him.
   C. Learner practices vocabulary, dialogs, etc., on telephone, walkie-talkie.
11. Use of Flannelgraph Board
   Learners make summary out of dialogs, supplements, narrations, etc.; draw illustrations to match; and manipulate the drawings as the summary progresses orally.
12. Use of 16 mm Films for Cultural Depth (e.g., p.6)

V. Learning Activities practicing Speaking, Listening-Comprehension and Sensory Perception

1. Use of Olfactory Perception as Stimulus for a Word, Phrase
   Teacher/partners introduce words (e.g., reif; Markt) through suggestion of/or by invoking smell. If actual, the introduction would be very much like that of an exploratory science lesson, i.e., having containers of sample materials. If suggested, teacher/partners imply olfactory perception with statements like "Die Kerzen brennen in der Kirche.")
2. Use of Touch
   A. Teacher/partner blindfold the learner who feels an

object and responds orally with description of object,e.g., "Ein Ball aus Gummi."

B. Teacher/partners place object into "Geheimnis Schachtel;" learner chooses object from box and describes it.

C. Teacher/partners use questions involving feeling,e.g., "Was ist schwer?"

3.Use of Taste

A. Teacher/partner provide the learner 'translations' based on taste-examination. i.e., the learner tastes 'Marzipan,' 'Lebkuchen;' something 'süss,' etc.

B. Teacher/partners prepare simple recipes like cucumber salad à la Julia Childs. Learners imitate the model and practice not only the food vocabulary but also words for 'cutting,' 'peeling,' etc. Budgets should include food orders as learners' work materials.

VI. Learning Activities Practicing Speaking, Listening, Reading Skills with Physical Action

1. Use of Game of Charades

2. Use of Pantomime

A. Teacher/partners pantomime word involving verbs (e.g., schwimmen), moods (e.g., müde),etc. Learner responds with vocabulary matching the given pantomime.

B. Teacher/partners pantomime-write a letter in the air (like "A"), then pantomime a word beginning with "A" (like "Apfel"), and finally pantomime what one does with the Apfel (like "essen"). Learner provides the vocabulary response matching each step in pantomime.

C. Teacher/partners set up impossible situations involving new and old vocabulary, e.g., "Ein Vogel macht dir ein Nest im Haar!" Learner pantomimes

the situation.

D. Teacher/partners provide statements like "Ein Kind geht in den Schokoladenladen und kommt heraus___." Learner pantomimes statement and ends it appropriately.

E. Teachers/partners practice a particular gesture when introducing a vocabulary word or phrase.

F. Teacher/partners command others with ever increasing length of sentences. e.g., "Willi, geh' ins Sprachlabor." "Susi, geh' ins Sprachlabor, mach' ein Fenster auf.," etc. Learners pantomime following the directions.

3. Use of Wort-such

Teacher/partners hide objects or cards with word or phrase within the room; learners search for them, identifying object orally when returning it.

4. Use of Visual Aids as Response in Listening-Comprehension

Teacher/partners hand out pictures matching vocabulary heard during singing, listening practice, etc. Learner responds by showing the matching picture when he hears the corresponding vocabulary.

5. Use of Games with Movable Parts

A. Teacher/partners make jig-saw puzzles picturing variously printed words, geography, stick-figures showing motion, etc. Learner practices the vocabulary with the puzzles.

B. Teachers/partners make and use Scrabble type boards for practicing vocabulary.

C. Teacher/partners write vocabulary words on wooden cubes. Learner uses cubes to make new sentences.

6. Use of Acting

A. Learner acts out dialogs, narratives, plays.

B. Learner acts in free response to a given situ-

ation, e.g., es ist Nacht und du...

C. Learners 'act' play as a Hörspiel, recording it.

D. Learners use puppets for dialog characters.

VII. Learning Activities practicing Writing, Drawing Skills and Involving Comprehension

1. Use of Copying

Teacher/partners provide variety by using scripts; codes; types of handwriting personalities; color of ink or paper; races like 'Nürnberg Ring' race, winners being selected on basis of speed, neatness, accuracy, etc.

2. Use of Blackboard

Teacher relinquishes this realm to practice area for learners, borrowed occasionally by teacher. Old tables, desks can be made into blackboards by spraying them with slate paint or painting them with liquid form of slate paint.

3. Use of Practice Sheets

A. Identifying word according to letter/or picture cues.

_a_ __t_

_f _ä___

B. Labeling according to color, objects, number-object; object-action; dot-to-dot pictures with captions; comic strips; hidden pictures with word list

C. Unscrambling Letters (Anagramme)

a. Unscrambling paragraphs according to time-order: e.g., ich gehe in die Schule, ich stehe auf, ich esse Mittagessen.

b. Unscrambling paragraphs to match transla-

tion in given English paragraphs

c. Unscrambling syllables

d. Unscrambling words

e. Splitting non-spaced sentences into words, e.g., derHundläuftschnellumdieEcke.

D. Completing Word-Search. Learner finds words running sideways, forwards, backwards hidden in helter-skelter of letters.

E. Completing Cross-word Puzzles

a. Completing puzzles which are word-cued, picture-cued or a combination of both.

b. Completing puzzles in which picture and words are given but the letters in the clue are scrambled.

c. Completing puzzles in which new words appear from letters within the completed puzzle.

F. Completing Riddles: e.g., Eng wie die _____.

G. Completing Rhymes: e.g., In dem kleinen Haus
sitz ein' schöne ____.

H. Completing Incomplete Sentences: variation: the word for completion is given, but it is scrambled.

I. Matching Exercises

4. Use of Small/Large Group Writing

A. Teacher/partners assign wer?was?wo?warum? to each learner, who answers his question free response style. All answers are then incorporated into one sentence.

B. Teacher/partners assign sentences which contain a declaration and why-statement, e.g., "Ich möchte eine Katze, denn ich habe Hunde nicht gern." Beginnings and endings of learners' sentences are then mixed to form new sentences.

C. Teacher/partner assign alphabet build-up sentences.

a. Learners write a sentence containing at least one word beginning with "A," then "B," etc.

b. Teacher/partners give sentence/word. Learner responds with a sentence beginning with the last word in the given sentence; or beginning with the last letter in the given sentence's last word. e.g., Die Wand ist grün. Grün ist der Frosch. Wasser schmeckt gut. Theo hat ein Auto.

D. Learners write co-operative books, jokes, etc., based on story with given vocabulary; based on summary of dialog; or based on pictures indicating a chronological order to a story.

5. Use of Summaries

A. Teacher/partners begin summary of dialog, etc., and learner completes it.

B. Learners write complete summary of dialogs, narrations.

C. Teacher/partners assign vocabulary classification: i.e., by alphabet letter, names, persons, objects in classroom, etc. Learners try to complete longest list, best list, most varied list, etc.

D. Teacher/partners provide "Back-up" pictures. Learners describe events leading up to a picture.

6. Use of Translation

A. German to English: unstructured, independently completed

B. English to German: highly structured activity

a. Cued by number of words in the German sentence.

b. Cued by beginning letters in each German word needed.

c. Cued by blanks with words spotted, e.g., wir laufen im Winter _ _ _ _.

d. Cued by supplying both English and German. Learners find indicated parallel words in German by underlining them.

7. Writing from Re-call
   Teacher/partners show objects; tell brief narrative. Learner writes as much as he recalls.

   A. Teacher/partners show objects or say sentences, then repeat with some omission. Learner recalls what is missing.
   B. Teacher/partners flash a picture; learner writes as much as he recalls.
   C. Teacher/partners flash a picture, indicating or cuing memory by using assocation. e.g., Wasser- Ein Fluss fliesst durch den Wald.

VIII. Learning Activities Practicing Reading

1. Learners read booklet /or leaflet s written by others.
2. Learners read advertising slogans.
3. Learners read dialog, narratives.
4. Learners read available signs (e.g., examples of town location signs, room signs) on display in room.
5. Learners read Sprichwörter from sheets, booklet s; stenciled on walls, bulletin boards.
6. Learners read counting-off rhymes, songs, etc., previously memorized.
7. Learners read laminated paragraphs written by others.
8. Learners read dialogs, narrations, etc., in different literary forms, e.g., in letter, postcard form.

IX. Learning Activities Practicing Reading with Manipulative Objects

Use of Objects with Other than Book-format

A. Learner dials a story, using wer? was? wo? dials on tag board telephones, etc.
B. Learner practices vocabulary using objects with

sliding word-cards, e.g., a tree whose trunk has sliding insert with German vocabulary on one side and English on the other side.

C. Learner 'laces' sentences in a story together by matching them with strings of yarn.

D. Learner reads picture story on cards, each word accompanied by an appropriate picture/illustration.

E. Learner reads with a "clip-a-pin" reading board: on the board is first half of answers, on clothes pins are endings. Learner matches by clipping the correct sentence ending (the clothes pin) to board. e.g., on a board: Bonn ist
on a clothes pin: die Hauptstadt Westdeutschlands.

Variation: Learner spins for an answer on a board labeld with a single question. e.g., Board labeled "Wie fahre ich?" Spin-arrow may stop on "mit dem Flugzeug," mit dem Dreirad," etc.

F. Learner reads by unscrambling paragraphs whose individual sentences are written on tongue depressors.

G. Learner reads auction-style. The leader reads the card bearing a picture and description of an object; partners barter with counter-objects for sale.

X. Learning Activities Practicing Reading in Combination with Writing.

1. Learner reads incomplete sentence choosing a completion word which he then matches with a picture.

e.g., er isst _____

a. Stuhl___ 1.
b. Brot ___ 2.
c. Auto ___ 3.

2. Learner selects best ending of a story from given multiple choice endings.
3. Learner chooses word which best describes a given picture or situation.
4. Learner labels statements over the read story 'ja/nein.'
5. Learner answers questions over story.
6. Learner classifies stories/sentences, etc., as Wetterbericht, Sportbericht, Märchen, etc.
7. Learner finds indicated phrases on laminated newspapers, etc., and identifies them by circling words with grease pencils.

XI. Games: Learning Activities Practicing Mixture of all Skills

1. "Quartett Spiele"
   Learners play various types of card games matching related objects into sets of four.
2. "Spin' die Flasche"
   Teacher/partners provide players with list of commands. Blindfolded player selects, by spinning a bottle, etc., a person who is given a command.
3. "Wer [or: was] bin ich?"
   Teacher/partners provide list of questions. Using the list, learners identify "it" by asking questions answered by ja/nein.
   Variation: Partners label the learner who must identify himself.
4. "Simon sagt"
   Teacher/partners lead in a game of "Simon sagt" using, for example, words-body; words-moods.
5. "Password"
   Teacher/partners choose two contestants from the group. Teacher/partners write a word on the blackboard. Contestants guess word on basis of

their team's verbal clues.

6. "Verstecken"
   Teacher/partners send one child out of room, have another child hide an object. Learner is called back into room. Learner guesses where the object is
   A. by asking individuals, who give him a clue, e.g., "warm,"
   B. by walking around room to find the object; partners direct his route with clues, e.g., "heiss, kalt,"
   C. by asking the class using locations in the room, e.g., "Ist es am Fenster?" etc.
7. "Buchstabieren"
   Teacher/partners distribute sets of cards, each card having one letter of the alphabet. Teacher/partners call out a word in English and give number of letters in the corresponding German word. Teams race to spell the word bodily by holding up the correct letters in the correct order.
8. Board Games
   Teacher/partners make/provide the following type of board games for learners.
   A. "Ende erst ist Sieger"
      A type of game with set-backs or advances along the path. Players procede on path by throwing dice.
   B. Lotto/Bingo Games
      Bingo type cards use numbers; family and house; festivals; animals; clothing for subject material.
   C. "Bussi-Bär" Board Games
      Teacher/partners mix sets of cards with picture on one side and a word on the other. Learners draw cards from a pile, word side up.

First player to draw cards forming a complete picture wins. Word-cards drawn but not used are returned to the pile.

9. "Auto-Spiel"
Players choose cars to drive. They advance toward goal by answering questions over vocabulary, etc., correctly. Progress of the race is recorded on board or on overhead.

10. "Berliner Quadrat"
This is a version of "Hollywood Squares" t.v. game. Learners play "tic-tac-toe" by answering questions in categories, e.g., kultur; Hauptwörter; Erdkunde; etc.

11. "Henker"
Learners play 'hangman' with partner at board, using German vocabulary.

12. "Glockenspiel"
Group is divided into teams, each team given a desk bell. Teacher/partners ask questions over vocabulary, etc.; before the answer is given, the bell must be rung. Bell is passed on to the next team member after each round.

The material in Chapter III. is flexible. As long as she is involved in a learning center, the teacher can continually discard inappropriate or outdated activities. She can add any activities which include better the four basic intra-disciplinary skills of foreign language learning and which provide the short term practice and immediate results needed in the community of middle school learners.